



Montana Office of Public Instruction
Linda McCulloch, Superintendent
In-state toll free 1-888-231-9393
www.opi.mt.gov/IndianEd

Model Lesson Plan

Social Studies Grades 7-8

Topic 24 - The Diverse Make-up of Indian Communities

Stage 1 Desired Results

Established Goals:

Students will summarize major issues affecting the history, culture, tribal sovereignty, and current status of the American Indian tribes in Montana and the United States. (SS4:B8.7)

Suggested Duration: Approximately two – three 50-minute class periods

Understandings:

There is great diversity among the 12 Tribal Nations of Montana in their languages, cultures, histories and governments. Each Nation has a distinct and unique cultural heritage that contributes to modern Montana. (EU 1)

Essential Questions:

Why/when were reservations established?

What are the similarities and differences among Montana Tribes? (land base, language, dress, food, etc..)

Do all Native Americans live on Reservations?

Students will be able to

Recognize differences and similarities among American Indian nations and people.

Express their findings orally and in writing.

Students will know...

Understand that Montana Indian Communities are very diverse.

Stage 2 Assessment Evidence

Performance Tasks:

Write a brief essay about a Montana Tribe, which will include: Land Base, Enrollment, Traditions, Clothing, Food Source, etc...

Include artifacts, pictures and interviews.

Display (use of various media to highlight major points) and orally present a brief overview.

Other Evidence:

If applicable, have students interview a tribal member/councilman or research an influential tribal leader.

Vocabulary

Rural and Urban Indians

Elders

Traditions

Tribal Hierarchy: Clan, Band and Council

Culture

Gender Role

Oral History

Montana Tribal Nations:

Assiniboine

Blackfeet

Crow

Chippewa

Little Shell Chippewa

Cree

Gros Ventre

Kootenai

Northern Cheyenne

Pend d' Oreille

Salish

Sioux



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Stage 3 Learning Plan

Learning Activities:

1. Make an overhead or write on the board Essential Understandings 1 and 2.
2. Have students write a brief statement about what this means to them and discuss.
3. Assign students a tribal nation to research (individually or in small groups).
4. Share with students resources for them to use for conducting background research.
5. Utilize the OPI document: *Montana Indians: Their History and Location* as a starting place for students to begin their research.
6. Ask the students to describe some of the unique characteristics of the tribe they are researching. Refer to the essential questions to help guide them with their research.
7. Students will display essays and give an oral interpretation of their research.

Materials/Resources Needed:

www.opi.mt.gov/IndianEd

www.indiannations.visitmt.com (this website has general information about each tribal nation)

Montana Tribal Websites and Newspapers:

http://mt.gov/work/tribal_newspapers.asp

Indian Country Today <http://www.indiancountry.com>

Blackfeet www.blackfeetnation.com

Chippewa-Cree Tribes
of the Rocky Boy's Reservation <http://rockyboy.org/>

Crow Tribe <http://www.crownations.net/>

Fort Belknap <http://www.fortbelknapnations-nsn.gov/>

Fort Peck Tribes – <http://www.fortpecktribes.org>

Little Shell Tribe <http://www.littleshelltribe.us/>

Northern Cheyenne Tribal Government <http://www.cheyennenation.com/>

Confederated Salish & Kootenai Tribes <http://www.cskt.org>